

York University  
Faculty of Liberal Arts & Professional Studies  
Department of History

AP/HIST4520 6.0

F/W 2019-20

**DRAFT SYLLABUS**  
**Metis History in North America**  
**From the Ethnogenesis of a New People in the 17<sup>th</sup>-Century**  
**Fur Trade to their Fight for Rights in the 21<sup>st</sup> Century**

Course Director: Professor Carolyn Podruchny, Department of History  
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Expect responses to email within 2 days.  
Office Hours: TBA

**Course Description:**

Metis people are a distinct ethnic group that emerged among descendants of First Nations women and European men during the fur trade in North America. Canada's Constitution recognizes Métis as one of Canada's three Aboriginal groups and currently approximately 400,000 self-identify as Metis. Although the United States does not recognize Metis as a distinct ethnic group, tens of thousands of self-identified Metis live in the northwestern states. This course explores the meeting of Indigenous women and European men in the fur trade starting in the 17<sup>th</sup> century through to the 19<sup>th</sup> century, how their children established distinct communities, the emergence of a distinct Metis language (Michif), various economies of Metis communities, as well as cultural practices, religion, clothing and material culture. It will trace the development of a distinct political collectivity in the western part of North America, focusing on political battles in the Red River settlement, and on the resistances of 1869-70 and 1885. It will then turn to the decline and erasure of Metis communities, the losses incurred in the process of allocating scrip, and the destitution of road allowance communities. The course will end with the resurgence of Metis political organizations in the 1970s and 1980s, the fight for political recognition from the Canadian and U.S. governments, and the renaissance in Metis art, music, and community pride.

Some of the most innovative developments in the field of Metis history have been the use of different types of primary sources for historical evidence, the pairing of diverse types of sources, and asking new questions about well-used and familiar sources. This course critically analyses primary source materials used for understanding Metis history, and the reading material is made up of a diverse range of primary sources. General questions to keep in mind when interrogating primary sources are:

- Who or what created the source?
- What is its provenance?
- Why has it survived to the present day?
- Is it typical and common, or is it atypical and rare?
- What was the context in which it was created?
- Can it be assessed in different ways?
- Does the source contain more than a single voice or perspective?
- How can the source be used to learn about the past?
- What perspectives are left out of the story by using this source?

We will also be reading some secondary sources in Metis history, both in book and article form, but mainly coming from the textbook *From New Peoples to New Nations* by Gerhard J. Ens and

Joe Sawchuk. I assume that each student brings a different background and different knowledge to the course, and while that can be challenging, it also provides us with great benefits. We will try to work together to enrich our knowledge and understanding of the craft of historical research, analysis and writing. We will work specifically at:

- Reading critically to identify an author’s main argument and assess the evidence used to support it;
- Assessing primary sources and exploring how they can be used as evidence in the production of history;
- Writing clearly and analytically, synthesising secondary literature thematically and articulating a strong argument. The assignments are devised to encourage you to write frequently and efficiently;
- Listening respectfully to all opinions;

Expressing and sharing ideas clearly in class discussions.

**Course Goals:**

1. To provide students with an overview of the emergence and development of a Metis ethnic identity and political collectivity in northern North America. It will invite students to engage with Indigenous ways of knowing and find connections with traditional academic (often colonizing) methodologies.
2. To introduce students to the craft of history and assist them in becoming apprentice historians. Students will learn about different types of primary sources, methods of analyzing them, theories in historical interpretation, and a diverse range of secondary sources.
3. To help students succeed as university students in the liberal arts and become effective communicators and analyzers. Communication skills include reading, writing, listening, and speaking, and analytical skills include recalling, summarizing, synthesizing, interrogating, and assessing.

**Key Book:**

Gerhard J. Ens and Joe Sawchuk, *From New Peoples to New Nations: Aspects of Métis History and Identity from the Eighteenth to the Twenty-First Centuries* (University of Toronto Press 2016).

**Grade Breakdown:**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) For a full description of York’s grading system, see <http://history.laps.yorku.ca/students/grading-system/>. The grade for the course will be based on the following percentages:

Assignment	Percentage of total grade	Due date
Article or Website Review	10%	October 10, 2019
Primary Source Assessment	10%	November 21, 2019
Research Essay	Total: 40%	
a) Topic and Bibliography	5%	January 9, 2020
b) Annotated Bibliography and Outline	10%	February 6, 2020

c) Final Draft	25%	March 19, 2020
Participation in Discussions	30%	Every class
Chairing a Class	5%	TBA
Presentation of Research Essay	5%	April 2, 2020

### Assignment Descriptions:

The assignments are described in detail below. All written assignments must be typed. I prefer that they be emailed to me, but you can also bring hard copies to tutorials if you prefer. Save your rough notes or rough/progressive drafts of your assignments to protect yourself from intellectual property issues or computer problems. All written assignments must follow the *Chicago Manual of Style* and contain an introduction, thesis statement, and conclusion. Internal paragraphs should each contain a point that supports the thesis statement. All paragraphs should have at least three sentences.

Students will write two short essays in the fall semester, and one long research essay in the winter semester. It would be optimal to have the first two short essays complement the large research essay by writing on the same topics. You could even review a website or article, and a primary source, that you will use in your large research essay, so I recommend taking some time to carefully think about your topic before embarking on the article or website review.

- Article or Website Review, 10%, Due: October 10, 2019  
Describe and assess a scholarly article or website on Metis history of your choosing. However, I must approve the choice. I am happy to make suggestions. The length of the review should be 3-5 pages (750-1250 words). In your review discuss the thesis or central argument of the article or website, its scope, its sources, and how well the argument supports the thesis. You do not need to consult any additional sources for this review. For website reviews, be sure to discuss the creator and host. Assess the quality, authenticity, and relevance of the information contained on the site. You may also discuss design and web accessibility, but this is not required. Indicate the date you accessed the site.
- Primary Source Assessment, 10%, Due: November 21, 2019  
Describe and assess a primary source on Metis history of your choosing. However, I must approve the choice. I am happy to make suggestions. The length of the review should be 3-5 pages (750-1250 words). The essay should query the creator, the context in which it was produced, and how historians may be able to use it as evidence in producing histories. You are welcome to review documents, oral testimony/ interviews/ stories, objects, images, environments, or documents.
- Research Essay, Total 40%, Due in Stages  
Metis history is a fast-growing area of scholarship, but there are plenty of sources and topics that require study and lots of space for original scholarship. This research essay is an opportunity for you to contribute to the growth of the field by undertaking original research and producing an original piece of scholarship. The essay must include at least one primary source and at least six secondary sources (which can be made up of websites, scholarly articles, or scholarly books). You will write this research essay of 12-15 pages (3000 to 3750 words) in stages. Each stage must be completed and approved by me before you can move on the next stage.
  - a) Topic and Bibliography (5%) due January 9, 2020
  - b) Annotated Bibliography and Outline (10%) due February 6, 2020
  - c) Final Draft (25%) due on March 19, 2020

- Participation in Discussions, 30%  
Discussion is an important component of the class, and so active participation and critical thinking about the assigned material is essential. Carefully read the required texts and come to class ready to speak. My evaluation of your discussion grade is based on 1) active, regular participation; 2) direct engagement with the text by offering reflections, posing questions, pointing out problems, and so on; and 3) interaction with your peers by building on their comments, asking further questions, and exploring a different view with respect and courtesy. These areas mirror my approach and understanding of discussion, which I regard as a conversation among a group of students who come to class with thoughtful questions, remarks, and comments about the assigned reading and then leave with other issues in mind that have surfaced after carefully listening to and engaging with the ideas of their peers. Like any good, animated conversation, discussion depends on give and take from all of those involved, including listening as much as talking.
- Chairing a Class, 5%  
To help shift the centre of conversation away from the instructor, and to encourage students to build dialogues among themselves, students will be expected to chair the class discussion at least once during the course. You are discouraged from doing a formal presentation. Rather, I encourage you to run the discussion in any manner you wish. You can chair an open, unstructured discussion. You can organize a class activity, like a quiz bowl or a debate. You can have students work in pairs or small groups. The goal is to encourage as much discussion of the required reading as possible.
- Presentation of Research Essay, 5% April 2, 2020  
The last class of the course will be devoted to student presentations of the subject of their research essays. Students will have an absolute maximum of ten minutes to present their work. You may use audio-visual sources if you like.

### **Late Policy:**

Completing and handing in assignments on-time is your responsibility. **Late assignments shall receive a 5% reduction plus an additional 5% reduction for every 24 hours they are late after the first 24 hours (in other words, 5% off the first day it is late, 10% off the second day, 15% off the third day, and so on).** Assignments will not be accepted if they are more than 7 days late. That said, unexpected issues do arise from time to time. I understand; that is why extensions may be granted occasionally, but only if you ask! The guidelines under which I may consider extensions: 1) no extension shall be granted 24 hours before an assignment is due; 2) you must formally request all extensions by email specifying the proposed date and time by which you will submit the late assignment; 3) all extensions must be approved by me; 4) only one extension may be granted.

### **Academic Integrity:**

All students are expected to familiarize themselves with the following information on York's Academic Honesty Policy, (available on the Senate Committee on Curriculum & Academic Standards webpage) at <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>.

Violations of the York Senate Policy on Academic Honesty will be treated severely. Recent penalties have included failure in the course, suspension from the University, and withholding or rescinding a York degree, diploma or certificate. Cheating during in-class or take-home examinations, collaborating on written assignments, failing to use quotations marks and citations when using or paraphrasing the printed or electronically disseminated work of others, aiding or

abetting academic misconduct, and violating any other part of the Policy on Academic Honesty will result in penalties.

Any use of another person's work, whether in print or electronic form, without proper citation constitutes plagiarism and will lead to charges of a breach of academic honesty. If you can find the sources from which to plagiarize, your instructor can find them. The consequences of plagiarism can range from a zero on the plagiarized assignment to removal from the university and withholding of an academic degree. Students should consult either a published style guide for the correct format of Chicago style, or the website at <https://owl.english.purdue.edu/owl/resource/717/01/>. You are required to cite all sources you quote or paraphrase: books, articles, films, magazines, newspapers, reviews, etc. All internet sources must be documented. Please note that Wikipedia is not an acceptable academic source for citation, but it is often a good place to start your research.

### **Access/Disability**

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. It is the student's responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations. Additional information is available at [www.yorku.ca/disabilityservices](http://www.yorku.ca/disabilityservices).

### **Email Etiquette:**

I don't mind if you email me, but my email inbox is a jungle, with 50-100 new emails arriving daily, with at least 30 relevant emails that require my immediate attention. Here are a few simple rules to help me answer your emails quickly and efficiently: 1) Email me infrequently. Save up your questions. For example, if you are looking for sources for your essay and want to ask my advice, send me a single email listing all your sources, rather than an email for every source. 2) Put "4520" and the topic of the email in the subject line – this helps me to locate and sort your email. 3) Treat emails more like letters than texts, so address them to me, use complete sentences, and sign your names at the end.

### **History Department Notes:**

1. **The History Department** is located on the second floor of Vari Hall, 2140. The usual office hours during the academic term are M-F, 8:30am-4:00pm. The department's phone number for general inquiries is 416-736-5123.
2. **The History Department website:** Upcoming events, resources for undergraduate history students, faculty and staff information, and much more: <http://www.yorku.ca/uhistory/>
3. **Undergraduate Program in History:** links to information on history major career paths, degree programs (what is required for majors, minors, etc.), and degree checklists: <http://history.laps.yorku.ca/undergraduate-program/>
4. **History Advising Hours:** The History department offers advising times weekly. The hours are posted on our website 1-2 weeks in advance. The days and times change to accommodate student's different schedules. No appointment is necessary; students will be seen on a first-come, first-served basis. The Director of Undergraduate Studies is Prof. Adrian Shubert, and he can be contacted at [dushist@yorku.ca](mailto:dushist@yorku.ca).
5. **The Writing Centre:** One-to-one help with a writing instructor on any writing assignment. You will need to enroll to set up your appointment, though they also offer

- some drop-in sessions. The enrollment link and further information is found at <http://www.yorku.ca/laps/writ/centre/>. Bring a copy of your assignment to your appointment.
6. **York University Libraries:** Links to the main catalogue, e-resources, on-line help chat line with librarian, and many other research aids: <http://www.library.yorku.ca/web/>
  7. **SPARK** [Student Papers and Academic Research Kit]: On-line tutorial that provides handy tips and tools for understanding and successfully completing university-level assignments. Go to <http://www.yorku.ca/spark/>
  8. **Learning Disability Services:** <http://lds.info.yorku.ca/> and **Alt Exams/Test Scheduling** <http://altexams.apps01.yorku.ca/> (for students registered with LDS).
  9. **York Student Code of Conduct:** <http://www.yorku.ca/oscr/pdfs/StudentCodeOfConduct.pdf>
  10. **Religious Observance Accommodation:** See <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>
  11. **Academic Integrity Tutorial:** [http://www.yorku.ca/tutorial/academic\\_integrity/index.html](http://www.yorku.ca/tutorial/academic_integrity/index.html)
  12. **History department policy on grade reappraisals**, including link to the grade reappraisal form: <http://history.laps.yorku.ca/students/grading-system/>
  13. **Important Add/Drop Deadlines:**

Last date to enroll without permission of course director September 17, 2019  
 Last date to enroll WITH permission of course director October 22, 2019  
 Last date to drop courses without receiving a grade February 3, 2030  
 Course Withdrawal Period (Receive a “W” on transcript) February 4-April 5, 2020

### **Course Outline:**

#### **Week 1: September 5, 2019, Introductions and Definitions**

Lecture: Welcome! Reviewing the syllabus, introductions, overview, and the constantly changing terminology.

#### **Week 2: September 12, 2019, Recent Court Developments**

**Guest Speaker: Bryan Ramos?**

#### **Required Reading:**

Ens and Sawchuck, *From New Peoples to New Nations*, Introduction, pp. 3-9.

“Daniels Case” Canadian Encyclopedia, <https://www.thecanadianencyclopedia.ca/en/article/daniels-case>

“What Does the Daniels Decision Mean?” by Bruce McIvor, *First Peoples Law*, <https://www.firstpeopleslaw.com/index/articles/248.php>

“The Supreme Court Ruling on Métis: A roadmap to nowhere” by Chris Andersen, *The Globe and Mail*, May 16, 2018. <https://www.theglobeandmail.com/opinion/the-supreme-court-ruling-on-metis-a-roadmap-to-nowhere/article29636204/>

#### Primary Sources Court Cases:

Supreme Court Judgment, Manitoba Metis Federation Inc v. Canada (March 2013), available online at <http://scc-csc.lexum.com/scc-csc/scc-csc/en/item/12888/index.do>

Supreme Court of Canada, Daniels v. Canada (April 2016), available online at <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/15858/index.do>

### **Week 3, September 19, 2019, The Fur Trade and Economic Ethnogenesis**

#### Required Reading:

Ens and Sawchuck, *From New Peoples to New Nations*, Ch. 2, “Economic Ethnogenesis: The Fur Trade and Métissage in the Eighteenth and Nineteenth Centuries, pp. 42-66.

Brenda Macdougall, “Speaking of Metis: Reading Family Life into Colonial Records” *Ethnohistory* 61: 1 (2014): 27-56.

#### Primary Sources:

Hudson’s Bay Company Archives (HBCA) records (assorted records will be provided).

### **Week 4: September 26, 2019, Women in the Fur Trade**

Guest speaker: Daniel Murchison (Professor Carolyn Podruchny away)

#### Required Reading:

Sylvia Van Kirk, “The Role of Native Women in the Fur Trade Society of Western Canada, 1670-1830” *Frontiers: A Journal of Women Studies*, Vol. 7, No. 3, Women on the Western Frontier (1984), pp. 9-13. (available on JSTOR)

#### Required Viewing:

“Daughters of the Country 1” National Film Board of Canada, 1987, 114 min, <http://onf-nfb.gc.ca/en/our-collection/?idfilm=17325>

“Daughters of the Country 2” National Film Board of Canada, 1987, 115 min, <http://onf-nfb.gc.ca/en/our-collection/?idfilm=17324>

### **Week 5, October 3, 2019, Emergence of the Métis Nation**

Required Reading:

Ens and Sawchuck, *From New Peoples to New Nations*, Ch. 3, “Fur Trade Wars, the Battle of Seven Oaks, and the Idea of the Métis Nation,” pp. 67-91.

Primary Sources: Outsider Observations

Alexander Ross, *The Red River Settlement: Its Rise, Progress, and Present State* (London: Smith, Elder and Co, 1856), pp. 20-41, 165-69, 190-200, 234-74.

**Week 6, October 10, 2019, Michif Language**

Required Reading:

Peter Bakker, “Ethnogenesis, Language, and Identity: The Genesis of Michif and Other Mixed Languages” in *Contours of a People: Metis Family, Mobility, and History*, edited by Nicole St-Onge, Carolyn Podruchny, and Brenda Macdougall (Norman: University of Oklahoma Press, 2012).

John C. Crawford, “What is Michif?” in *The New Peoples: Being and Becoming Métis*, edited by Jacqueline Peterson and Jennifer S. H. Brown (1985).

Peter Bakker, “The Michif Language of the Metis,” *Metis Legacy*, edited by Lawrence Barkwell, Leah Dorian, and Darren Prefontaine (2000).

Primary Source: Language

Website: “Speaking Michif,” Louis Riel Institute, <http://louisrielinstitute.com/speaking-michif-language-lessons.php>

Website: “Michif Lessons,” Gabriel Dumont Institute, [http://www.metismuseum.ca/michif\\_lessons/](http://www.metismuseum.ca/michif_lessons/)

*Article or website review due.*

**Week 7, October 17, 2019, READING WEEK**

No class.

**Week 8: October 24, 2019, The Bison Brigades**

Required Reading:

Émilie Pigeon and Carolyn Podruchny, “The Mobile Village: Metis Women, Bison Brigades, and Social Order on the Nineteenth-Century Plains” *Unrest, Violence, and the Search for Social*



*Order in British North America*, edited by Elizabeth Mancke, Scott See, Jerry Bannister, and Denis McKim (Toronto: University of Toronto Press, 2019).

Primary Source: First-Person, as-told-to Narrative:

Weekes, Mary. *The Last Buffalo Hunter*. New York: Thompson Nelson, 1939. (excerpts).

**Week 9, October 31, 2019, The Resistances**

Required Reading:

Ens and Sawchuck, *From New Peoples to New Nations*, Ch 4. "Louis Riel and the Religion of Métis Nationalism," pp. 92-112.

Geoff Read and Todd Webb, "'The Catholic Mahdi of the North West': Louis Riel and the Metis Resistance in Transatlantic and Imperial Context" *Canadian Historical Review* 93, 2 (June 2012): pp. 171-195.

Primary Sources: Political Statements and Newspapers

*Nor'Wester* (newspaper in Red River), read issue November 23, 1869, available online: [http://manitobia.ca/content/en/newspapers/Nor'Wester%20\(1859\)/1869/11/23/Olive](http://manitobia.ca/content/en/newspapers/Nor'Wester%20(1859)/1869/11/23/Olive)

Louis Riel and Provisional Government, "Declaration of the People of Rupert's Land and the North West" December 8, 1969. See <http://www.mhs.mb.ca/docs/pageant/09/rupertslanddeclaration.shtml>

**Week 10, November 7, 2019, Popular Culture and Imagining the Metis Nation**

Required Reading:

Ens and Sawchuck, *From New Peoples to New Nations*, Ch. 5. "L'Union nationale métisse Saint-Joseph, A.-H. de Trémaudan, and the Re-Imagining of the Métis Nation, 1910 to the 1930s"

Primary Sources: Comparing Images of Louis Riel

Wikipedia entry of Louis Riel: [https://en.wikipedia.org/wiki/Louis\\_Riel](https://en.wikipedia.org/wiki/Louis_Riel)

Bower, Shannon (2002–2007). "Manitoba History: "Practical Results": The Riel Statue Controversy at the Manitoba Legislative Building". *Manitoba History*, Number 42, Autumn / Winter 2001–2002. Manitoba Historical Society.

Carolyn Strange, "Hybrid History and the Retrieval of the Painful Past" *Crime, Media, Culture: An Internal Journal* August 1, 2006, <https://journals.sagepub.com/doi/10.1177/1741659006065419>

## **Week 11, November 14, 2019, Creating Metis Status and Scrip**

### Required Reading:

Ens and Sawchuck, *From New Peoples to New Nations*, Ch 6. "The Manitoba Act and the Creation of a Métis Status," and Ch 7. "Extinguishing Rights and Inventing Categories: Métis Scrip as a Policy and Self-Ascription," ???

Tough, Frank and Erin McGregor. "The Rights to the Land May be Transferred: Archives Records as Colonial Text—A Narrative of Metis Scrip." *Canadian Review of Comparative Literature/Revue Canadienne de Litterature Comparee* 34, 1 (2011): 33–63.

"Métis Scrip in Alberta," Rupertsland Centre for Métis Research in Collaboration with the Métis Nation of Alberta. <https://cloudfront.ualberta.ca/-/media/nativestudies/rcmr/publications/rcmr-scrip-booklet-2018-final-150dpi.pdf>

### Primary Source: Government Records

The Manitoba Act,  
[http://www.efc.ca/pages/law/cons/Constitutions/Canada/English/ma\\_1870.html](http://www.efc.ca/pages/law/cons/Constitutions/Canada/English/ma_1870.html)

Metis Scrip records in the Library and Archives Canada (LAC) <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/metis/Pages/metis-genealogy.aspx>  
Sear for one of the following people: St. Pierre Arcand, Abraham Montour, George Morrissette, Francois Arcand, Marie Page

## **Week 12, November 21, 2019, Metis Fiddling**

Guest Speaker: Daniel Laxer,

### Required Reading:

Frances Wilkins, "The Fiddlers of James Bay: Transatlantic Flows and Musical Indigenization among the James Bay Cree," *MUSICultures* 40:1, pages 57-99.

Anne Lederman, "Aboriginal Fiddling: The Scottish Connection," Graeme Morton, and David A. Wilson, eds. *Irish and Scottish Encounters with Indigenous Peoples: Canada, the United States, New Zealand, and Australia*, (Montreal & Kingston: McGill - Queen's University Press, 2013), 323-370.

Lynn Whidden, "Métis Music" in Lawrence Barkwell, Leah Dorion and Darren R. Préfontaine. *Metis Legacy: A Metis Historiography and Annotated Bibliography* (Pemmican Publications, 2001).

*Primary Source Assessment due.*

## **Week 13, November 28, 2019, The Numbered Treaties and the Medicine Line**

### Required Reading:

Ens and Sawchuck, *From New Peoples to New Nations*, Ch 8. “Indian Treaty versus Métis Scrip: The Permeability of Status Categories and Ethnicities,” and Ch 9. “The United States / Canada Border and the Bifurcation of the Plains Métis, 1870-1900,” pp. 190-238.

Michel Hogue, *Metis and the Medicine Line: Creating a Border and Dividing a People* (University of Regina Press, 2015), “Introduction: Borders and Belonging,” pp. 1-14.

### Primary Source: Treaties

Treaty Six. <https://www.aadnc-aandc.gc.ca/eng/1100100028710/1100100028783>

Excerpt from *The True Spirit and Original Intent of Treaty Seven* (McGill-Queen’s University Press, 1996).

-----**HOLIDAY BREAK**-----

## **Week 14, January 9, 2020, The Metis Problem and the Catholic Church**

### Required Reading:

Ens and Sawchuck, *From New Peoples to New Nations*, Introduction to Part Four, Economic Marginalization,” Ch 10. “St Paul des Métis Colony, 1896-1909,” pp. 239-55.

Timothy P. Foran, *Defining Métis: Catholic Missionaries and the Idea of Civilization in Northwestern Saskatchewan, 1845-1898* (Winnipeg: University of Manitoba Press, 2017), Introduction and Conclusion.

### Primary Source: Still and Moving Film

“Canada Vignettes: St. Laurent Pilgrimage,” National Film Board (NFB) of Canada, 1985.  
[https://www.nfb.ca/film/canada\\_vignettes\\_st\\_laurent\\_pilgrimage/](https://www.nfb.ca/film/canada_vignettes_st_laurent_pilgrimage/)

Images of the St. Laurent Pilgrimage in the Gabriel Dumont Institute’s Virtual Museum of Metis History and Culture: <http://www.metismuseum.ca/resource.php/11780>

*Topic and Bibliography due.*

## **Week 15, January 16, 2020, Road Allowances**

**Guest Speaker: Jaime Koebel**

Required Reading:

Evelyn Peters, Matthew Stock, and Adrian Werner, *Rooster Town: The History of an Urban Métis Community, 1901-1961* (University of Manitoba Press, 2018), introduction and conclusion.

Podruchny, Carolyn, and Jesse A. Thistle. "A Geography of Blood: Uncovering the Hidden Histories of Métis Peoples in Canada." In *Spaces of Difference: Conflicts and Cohabitation*, edited by Ursula Lehmkuhl, Hans-Jurgen Lusebrink, and Laurence McFalls, 61-82. New York: Waxmann, 2016.

Primary Source: First Person Stories

Interviews (Ile-à-la-Crosse) from the Virtual Museum of Métis History and Culture: Read Transcripts and View corresponding Videos if you can.

Daigneault, Daniel, Interview 1, <<http://www.metismuseum.ca/resource.php/06268>>

Gardiner, Monique, Read Interview 1 <<http://www.metismuseum.ca/resource.php/06297>>

McCallum, Gilbert, Interview 1 <http://www.metismuseum.ca/resource.php/06286>

Misponas, Christine, Interview 1, <<http://www.metismuseum.ca/resource.php/06259>>

Jaime Koebel, "My Story: Reflections on Growing Up in Lac La Biche" in *The Long Journey of a Forgotten People: Métis Identities and Family Histories* (Wilfrid Laurier Press 2007).

**Week 16, January 23, 2020, Political Mobilization**

Required Reading:

Ens and Sawchuck, *From New Peoples to New Nations*, Ch 11. "Political Mobilization in Alberta and the Métis Population Betterment Act of 1938," Ch 12. "The Liberals the CCF, and the Métis of Saskatchewan, 1935-1964," pp. 256-324.

O'Bryan, Nicole C. "'No other weapon except organization': The Métis Association of Alberta and the 1938 Metis Population Betterment Act." *The Journal of the Canadian Historical Association* 24, 2 (2013): 311-352.

Primary Source: Portrayals of Political Mobilization in Atlases, Biographies, and Family History:

*Indigenous Peoples Atlas of Canada* (Canadian Geographic), "Métis Settlements and Farms," <https://indigenoupeoplesatlasofcanada.ca/article/metis-settlements-and-farms/>

Heather Devine, "Being and Becoming Métis: A Personal Reflection" in *Gathering Places: Aboriginal and Fur Trade Histories*, edited by Carolyn Podruchny and Laura Peers (UBC Press, 2010).

Murray Dobin, "Ch 6, The Ewing Commission: An Inquiry into the Condition of the Half-Breed Population of Alberta" in *The One-and-a-Half Men: The Story of Jim Brady and Malcolm Norris, Metis Patriots of the 20<sup>th</sup> Century* (Gabriel Dumont Institute, 1981).

## **Week 17, January 30, 2020, The Social Scientists**

### Required Reading:

Ens and Sawchuck, *From New Peoples to New Nations*, Ch 13. "Social Science and the Métis, 1950-1970," pp. 325-59.

### Primary Source: Subjects Speak Back

Excerpts from Maria Campbell, *Halfbreed* (1973).

## **Week 18, February 6, 2020, Producing and Administering "Race" Part 1**

### **Guest Speaker: Yvonne Morrissette-Richer**

### Required Reading and Viewing:

Website (with film embedded): *Family Camera*, section on the Morrissette Family, Du Guerre, Marc. (Featuring Jesse A. Thistle). TVO. Premier September 28, 2017. Toronto  
<http://eng.familycamera.ca/families/MORRISSETTE>

*Annotated Bibliography and Outline due*

## **Week 19, February 13, 2020, Producing and Administering "Race" Part 2**

### Required Reading:

Chris Andersen, *Metis: Race, Recognition, and the Struggle for Indigenous Peoplehood* (UBC Press 2014). EXCERPTS

## **Week 20, February 20, 2020, READING WEEK**

No class.

## **Week 21, February 27, 2020, Applied Road Allowance Research**

### **Guest Speaker: Maria Campbell**

### Required Listening:

Nicola Luksic and Tom Howell with **Jesse A. Thistle**, "Return of the Michif Boy: Confronting Metis trauma," *Ideas with Paul Kennedy/ Ideas from the Trenches: CBC Radio One 99.1* (Nationwide). Thursday, March 23, 2017 and July 3, 2017. Toronto, ONT, Canada.

<http://www.cbc.ca/radio/ideas/return-of-the-michif-boy-confronting-m%C3%A9tis-trauma-1.4037672> and <http://www.cbc.ca/radio/ideas/features/ideasfromthetrenches>

Thistle, Jesse A. "Finding Mistawasis." *An Exploration of Métis Health Through Cultural Teachings and Digital Storytelling*. Toronto and York Region Métis Council, Métis Nation of Ontario, Community Story Collective. The Ontario Institute for Studies in Education at the University of Toronto. November 1-2, 2014.

<https://www.youtube.com/watch?v=LqE116XZhdA>

## **Week 22, March 5, 2020, Politics and Law: Reformulating Métis Identity Since the 1960s**

### Required Reading:

Ens and Sawchuck, *From New Peoples to New Nations*, Introduction to Part 5, "Politics, the Courts, and the Constitutions: Reformulating Métis Identity Since the 1960s, and Ch. 14, "A Renewed Political Awareness, 1965-2000," and 15. "'Reformulated Identities, 1965-2013," and 16. "The Métis of Ontario", pp. 361-452.

### Primary Source: Assessing Imagery in Websites

Metis National Council: <http://www.metisnation.ca/>  
Manitoba Metis Federation, <http://www.mmf.mb.ca/>  
Metis Nation of Saskatchewan, <https://metisnation.sk.com/>  
Metis Nation of Alberta: <http://albertametis.com/>  
Metis Nation of British Columbia: <https://www.mnbc.ca/>  
Metis Nation of Ontario: <http://www.metisnation.org/>

## **Week 23, March 12, 2020, Powley Case and the Daniel's Case**

### Required Reading:

Supreme Court Judgment, R. v. Powley (2003) available online at <http://scc-csc.lexum.com/scc-csc/scc-csc/en/item/2076/index.do?r=AAAAAQAFbWV0aXMMAAAAAAAB>

"Daniels: In and Beyond the Law"

<https://cloudfront.ualberta.ca/-/media/nativestudies/rcmr/daniels-conference/daniels-conference-report--2018-digital.pdf>

## **Week 24, March 19, 2020, Beading Workshop**

Beading Workshop

Guest: Sherry Ferrell Racette

*Final essay due*

## **Week 25, March 26, 2020, Race and Nation: Constructing a Metis History**

### Required Reading:

Ens and Sawchuck, *From New Peoples to New Nations*, Ch. 1, "Race and Nation: Changing Ethnological and Historical Constructions of Hybridity," and Ch 18 "Ethnic Symbolism: Reinterpreting and Recreating the Past" and "Conclusion," pp. 13-41 and 490-515

Gaudry, Adam, and Darryl Leroux. "White settler revisionism and making Métis everywhere: The evocation of Métissage in Quebec and Nova Scotia." *Critical Ethnic Studies* 3.1 (2017): 116-142.

## **Week 26, April 2, 2020, Class Presentations**

*The syllabus may be subject to minor scheduling adjustments as the course progresses.*